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TEACHING READING AND WRITING IN ARABIC LANGUAGE AT PRIMARY STAGE

Abstract. Reading and writing are used to acquire new ideas to gain new knowledge, to experience new feelings, to acquire new attitudes and to explore issues from multiple perspectives. Generally, the more you read and write, the more you improve your communication skills, the more you broaden your vocabulary and are able to articulate concepts accurately and more effectively to others. So, the purpose of the article is to explain and show how education can help children in the primary stage to acquire reading and writing skills and how it is interrelated with the life experience.

Keywords: *reading, writing, activity, primary, skills.*

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ОБУЧЕНИЕ ЧТЕНИЮ И ПИСЬМУ НА АРАБСКОМ ЯЗЫКЕ НА НАЧАЛЬНОЙ СТУПЕНИ

Аннотация. *Чтение и письмо используются для приобретения новых идей, получения новых знаний для того, чтобы испытать новые чувства, приобрести новое отношение и изучить проблемы с разных точек зрения. Как*

правило, чем больше вы читаете и пишете, тем выше ваши коммуникативные навыки, тем больше вы расширяете свой словарный запас и способны точно и более эффективно формулировать концепции для других. Итак, цель этой статьи - объяснить и показать, как образование может помочь детям на начальном этапе приобрести навыки чтения и письма и связано с развитием, которое приведет к приобретению опыта в других сферах жизни.

Ключевые слова: чтение, письмо, активность, начальные классы, навыки.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators; however, learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Language is primarily speech. A very large number of languages in the world are only spoken with no writing script. Reading and writing are phenomena inherent to each other, and the task is to increase a person's awareness and thinking, as they do not stop at an event, are not confined to a specific period of time, also they continue in a person's life until the end of it.

Arabic is usually ranked among the top six of the world's major languages. It belongs to the Semitic group of languages which also includes Hebrew and Amharic.

Arabic is written from right to left. There are 18 distinct letter shapes, which vary slightly depending on whether they are connected to another letter before or after them. There are no «capital» letters.

The full alphabet of 28 letters is created by placing various combinations of dots above or below some of these shapes.

The goal of the article is to explain the steps of teaching reading and writing from the ages of (5 to 9) in the elementary stage.

Children learn to use symbols, combining their oral language, pictures, print, and play into a coherent mixed medium and creating and communicating meanings in a

variety of ways. From their initial experiences and interactions with adults, children begin to read words, processing letter-sound relations and acquiring substantial knowledge of the alphabetic system. As they continue to learn, children increasingly consolidate this information into patterns that allow for automaticity and fluency in reading and writing. Consequently, reading and writing acquisition is conceptualized better as a developmental continuum than as an all-or-nothing phenomenon.

But the ability to read and write does not develop naturally, without careful planning and instruction. Children need regular and active interactions with print. Specific abilities required for reading and writing come from immediate experiences with oral and written language. Experiences in these early years begin to define the assumptions and expectations about becoming literate and give children the motivation to work toward learning to read and write. From these experiences children learn that reading and writing are valuable tools that will help them do many things in life.

Basic education: Age six, the Length is Nine years, divided into a first cycle (four years), and a second cycle (five years). The Ministry of Education is the primary governing body for basic education, which runs from grades 1-9 (ages 6-15). Basic educations are compulsory and free.

The process of teaching reading passes through two stages: first stage, typically between (4 to 6) years old, during the initial phase of the reading development process children sample and learn from a full range of multiple sounds, words, concepts, images, stories, exposure to print, literacy materials, and just plain talk during the first five years of life. Second stage, typically between (7 to 9) years old, during the second phase of the reading development process, images, and sounds and amongst printed and spoken words. The child begins to read stories with high-frequency words and phonically regular words and uses emerging skills and insights to «sound out» new one-syllable words and the children are beginning to read familiar stories and text with increasing fluency. This is accomplished by consolidating the foundational decoding elements, sight vocabulary, and meaning in the stories.

Also, the process of teaching writing passes through two stages: first stage, between (4 to 6) years old, during this stage, they learn types of shapes, and they learn

to analyze and construct words. Second stage, between (7 to 9) years old, during this stage, they learn write the words, and then write short sentences. By means of subject called dictation, which helps to memorize words and write them absent. After these steps the student can read and write short stories, and express images in a clear language and write it 0.

The education process is done by using modern and attractive methods: teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material by using activities: (sand board, balloon, color cards, photo, video, the food, surprise box, kids paste, coloring, puzzle, games, and read the story).

Even though the teacher's goal is to foster more conventionalized forms, it is important to recognize that there is more to writing than just spelling and grammatically correct sentences. Writing has been characterized as «thinking with a pencil». It is true that children will need adult help to master the complexities of the writing process. But they also will need to learn that the power of writing is expressing one's own ideas in ways that can be understood by others.

As children's capabilities develop and become more fluent, instruction will turn from a central focus on helping children learn to read and write to helping them read and write to learn. Increasingly the emphasis for teachers will be on encouraging children to become independent and productive readers, helping them to extend their reasoning and comprehension abilities in learning about their world.

Teachers will need to provide challenging materials that require children to analyze and think creatively and from different points of view. They also will need to ensure that children have practice in reading and writing (both in and out of school) and many opportunities to analyze topics, generate questions and organize written responses for different purposes in meaningful activities.

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